

## Textbook Alignment to the Utah Core – 4<sup>th</sup> Grade Social Studies

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).)* Yes X No       

Name of Company and Individual Conducting Alignment: Inside Edge Publishing, Inc.

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Social Studies – Grade 4

Title: Scott Foresman Social Studies, Regions ISBN#: 0-328-25933-0

Publisher: Pearson

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

**STANDARD I: Students demonstrate the sequence of change in Utah over time.**

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 1.1:</b> Recognize the sequence of change in Utah over time.				
<b>a.</b>	Identify factors that contributed to the development of the land; e.g., location, natural resources, climate.	14, 362, 369, 372, 381, 412, R37		
<b>b.</b>	Identify factors that have historically contributed to the growth of Utah; e.g., agriculture, industry, resources.	H22, 387, 404, 412, R38, R40, R41		
<b>c.</b>	Identify characteristics of various communities; e.g., Park City, Eureka, St. George.	412		
<b>Objective 1.2:</b> Trace the development of the state of Utah.				
<b>a.</b>	Identify the first inhabitants of Utah; e.g., American Indians, trappers, explorers.	R42-R43		
<b>b.</b>	Identify the first settlers; e.g., Mormon pioneers, miners, laborers, entrepreneurs.	68-69, 404, 404, R42-R43		
<b>c.</b>	Trace the events that led to the development of Utah from the State of Deseret to the	412, R42-R43		
<b>d.</b>	Identify important historical figures and historical sites; e.g., Fathers Dominguez and Escalante, Jim Bridger, Brigham Young, Heber Wells, Martha Hughes Cannon, This Is The Place, Promontory Point.	14, 15, 412, R42-R43		

STANDARD II: Students trace the emergence and development of culture in Utah.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 2.1:</b> Analyze contributions made from diverse groups to the development of Utah's culture.				
<b>a.</b>	Explain the influence of ancient and modern Utah Indian groups on cultural development.	401, R42-R43		
<b>b.</b>	Explain the influence of explorers on Utah's cultural development.	40, 68		
<b>c.</b>	Determine reasons for immigration to Utah; e.g., religious freedom, economics, refuge, entrepreneurship.	401, 412, R42-R43		
<b>d.</b>	Analyze the influence of the army establishment and travelers.	412		
<b>Objective 2.2:</b> Trace the development of Utah's culture.				
<b>a.</b>	Describe how various groups interact to create community roles and traditions.	412		
<b>b.</b>	Explain the influence of geographic and climatic factors on cultural development; e.g., homes, dress, industry, agriculture, recreation.	19, 22, 386, 412, R36-R37		
<b>c.</b>	Experience the aesthetic expressions of Utah; e.g., music, art, architecture, dance, drama.	R44		

<b>Objective 2.3:</b> Predict future changes based on the history and development of the state.				
<b>a.</b>	Identify factors that will contribute to future growth and change in Utah; e.g., technology, industry, population.	Can be developed from 30, 387, 412		
<b>b.</b>	Predict changes to the culture of Utah.	Can be developed from 412		
<b>STANDARD III: Students summarize how a constitutional government and a free market economy developed in Utah.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 3.1:</b> Explain the purpose of a constitutional government.				
<b>a.</b>	Determine the need for government; e.g., identify individual rights and responsibilities.	52, 57-59		
<b>b.</b>	Identify the role of government as the Utah territory progressed toward statehood; e.g., laws, taxation, regulation, education.	49, R42-R43		
<b>c.</b>	Identify the three branches of government.	48, 50-51		
<b>d.</b>	List the duties of various elected state officials.	49, 53		

<b>Objective 3.2:</b> Trace the development of a free market system in Utah.				
<b>a.</b>	Trace the development of a business from its beginning, its market for goods or services, and its growth.	76, 77, 147, 275		
<b>b.</b>	Analyze the role of the worker in a business; e.g., division of labor, worker's needs, wages, contribution to the business, work ethic.	73, 76		
<b>c.</b>	Analyze the role of the consumer in a business; e.g., revenue, advertising, quality, cost value.	77, 78		
<b>Objective 3.3:</b> Analyze the role of the worker in a business.				
<b>a.</b>	Differentiate roles of workers in business.	113, 114		
<b>b.</b>	Identify the needs of workers.	27, 315		
<b>c.</b>	Identify the worker's contribution to business success.	27, 82, 315		
<b>STANDARD IV: Students participate in activities that promote cultural understanding and good citizenship.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 4.1:</b> Demonstrate cultural understanding.				
<b>a.</b>	Show appreciation for the uniqueness of other cultures.	43, 336		
<b>b.</b>	Identify the contributions of various cultures to Utah.	43, 336		
<b>c.</b>	Demonstrate respect for cultural differences.	E10-E11, 43, 336		

<b>Objective 4.2:</b> Demonstrate basic citizenship skills.				
<b>a.</b>	Contribute to the establishment of classroom goals and rules and commit to support them. b	H2-H3		
<b>b.</b>	.Identify ways to help and contribute to the community.	H2-H3, 128, 148		
<b>c.</b>	Demonstrate respect for Utah and the United States; e.g., national symbols, the pledge of allegiance, state symbols.	E16, 90-91, R20, R23, R24-R27		
<b>STANDARD V: Students compare governments and economies of Utah and Japan.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 5.1:</b> Compare the governments of Utah and Japan.				
<b>a.</b>	List the attributes of government; e.g., branches of government, leaders.	43, 336		
<b>b.</b>	Identify the types of government of Utah and Japan; e.g., representative republic, constitutional monarchy.	43, 336		
<b>c.</b>	Compare modern daily life in each system.	E10-E11, 43, 336		
<b>d.</b>	Compare individual rights and responsibilities.			
<b>Objective 5.2:</b> Identify and compare the industries found in Utah with those in Japan.				
<b>a.</b>	List the major industries of Utah and Japan; e.g., transportation, mining, manufacturing, agriculture, tourism, service industry.	H2-H3, 128, 148		

<b>b.</b>	Determine the factors that influence the growth of industries; e.g., geographic, economic, and political.	E16, 90-91, R20, R23, R24-R27		
<b>STANDARD VI: Students use geographical tools to analyze political and physical features of Utah and the Western United States.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 6.1:</b> Identify geographic characteristics of Utah and other states in the western region of the United States.				
<b>a.</b>	Find physical features that Utah shares with other western states.	R12, R14		
<b>b.</b>	Find scenic attractions in Utah and other western states. \	R12		
<b>c.</b>	Determine the mileage from the local community to various scenic attractions in Utah.	R12		

STANDARD VII: Students use geographical tools to analyze political and physical features of Utah, the United States, China, and Asia.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 7.1:</b> Use map skills to explore Asia.				
<b>a.</b>	Identify the location of Asia; e.g., hemisphere, latitude, and longitude.	H13-H15, R4-R5		
<b>b.</b>	Locate the major landforms of Asia; e.g., mountains, deserts, rivers, and islands.	R6-R7		
<b>c.</b>	Determine mileage from one place to another in Asia	R4-R7		
<b>Objective 7.2:</b> Compare physical features and climate in Utah, China, and Asia.				
<b>a.</b>	Explain the effect of physical features on climates; e.g., elevation, temperature, precipitation. b	379, 380, 382-383		
<b>b.</b>	Relate the establishment of communities to climate and physical features.	385		
<b>c.</b>	Identify the impact physical features have on agriculture and industry.	385		
<b>Objective 7.3:</b> Compare political boundaries in Utah, the United States, China, and Japan.				
<b>a.</b>	Identify different types of political boundaries; e.g., city, county, state, national, and international.	H16, H20		
<b>b.</b>	Identify political boundaries in Utah, the United States, China, and Japan.	R12-R13		



<b>Objective 7.4:</b> Use maps to identify and compare geographic features of Utah, China, and Japan.				
<b>a.</b>	Locate the major landforms of Utah, China, and Japan; e.g., mountains, rivers, lakes, and deserts.	R6-R7		
<b>b.</b>	Create a map and generate a legend that shows topography, climate, and land in Utah and Japan.	Can be developed from R6-R7		
<b>c.</b>	Recognize the influence of latitude and longitude on the climates of China, Japan, and the United States.	R4-R5		